A STUDY OF TEACHER'S FREEZING IN RELATION TO THEIR PERSONALITY AND VALUES AT HIGHER LEVEL OF EDUCATION

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INTRODUCTION OF STUDY

Countries only with competent, well-educated, and future-focused educators, will be able to reap the full advantages of education. Teching is one of the most honourable occupation, plays a crucial role in determining how students' lives are moulded.Teaching is a dynamic and complex process. In educational settings, educators are expected to fulfil a variety of roles, from teacher to counsellor. Teachers are the most important assets in any educational setting. They are the architects, designers, and founders of the system. They have to be student-friendly. they must fulfil all of the essential requirements of teaching and learning environments.The issue of underachievement may be a big aspect for teachers reviewed by society.The teacher's engagement is essential if you want the students learn favourably. Teachers put the pressure of a lot of work within and outside the classroom.They have to communicate with parents and other members of the community regularly. To achieve this, teachers must be psychologically sound and well-balanced.

When there are disagreements, teachers try to work them out with the administration, parents, and students. If they don't, they inevitably lose enthusiasm and interest. They experience a form of capacity, potential, and ability freezing. Today's students expect their teachers to be more flexible in their approaches, to fulfil multiple roles, and to uphold the core principles of life. However, teachers' lack of passion and interest shows how they carry out their duties and taking no interest to develop fresh approaches in teaching and research. We may say that the teachers are now frozen,specially in higher education. The majority of them ignore about what they do. Academicians, administrators, parents, community members,students and numerous parties involved in education who complaint about the lack of motivation, indifference, and apathy among higher education teachers, as the main cause of falling academic standards.

Teachers take no interest in teaching methodology and research procedures as well as they show lack of energy and passion in carrying out their responsibilities,all described teachers freezingness.

A teacher who has not a strong "personality" would never be able to effectively mould and shape the personality of the raw material at his disposal.

Positive teaching personality traits are crucial for the efficient and effective running of any institution. In fact, a wide range of research have identified personality aspect of teachers that affect their work as educators.

The current consensus shows that effective teachers with positive personality traits are a key factor of improving education. The aim of this study is to pinpoint the factors that will highlight the problems brought on by teachers tendency to freeze and resolving the issues educators will be appreciated by their students

Teachers are facing the pressure from global competitiveness. Teacher freezingness appears to be significantly influenced by teachers ' value patterns also. When they believe, they are not using the most of their abilities and capabilities.The altering value system in today's materialistic culture, andmany other contributing elements, are one of the most important reason of teachers freezingness Asa result, several research have been made on teachers abilities including their flexibility, humour, and effectiveness.It has been observed that the traits associated with teacher freezing, personality, and values has not received much attention. This necessitates that the researcher do study on the teachers' cause of freezingness with regard to their teaching styles and principles. The objective ofthe this study is to comprehend Personality, Values, and teacher Freezing relationship in detail.

TEACHER FREEZING

The phrase "teacher freezing" refers to teachers' total untapped, underutilised, and stagnant intellectual, psychological, social, physical, and moral potential—rather than to their incapacity. Teacher freezing is characterised as a negative psychological reaction to work-related stress or an unfavourable work environment.

Haseen Taj made an effort to determine how often teachers freeze. Teacher freezing is the inability to innovate in teaching and research as well as a teacher's loss of motivation and excitement in carrying out their duties as educators.Teachers today feel overworked and upset because they have to deal with so many issues. A number of demanding variables, such as a heavy non-academic burden, students' poor behaviour, deteriorating service conditions, unappreciative principles, competitiveness among coworkers, etc., contribute to teacher discontent and job freeze. The disposition of the teachers and a friendly organisational climate can aid in overcoming the issue of teacher freezingness. Instead of doing more academic work, teachers are more engaged in doing what they enjoy.

The following list of factors can be used to explain teachers freezingness:

- Ineffective teaching and learning strategies.
- No participation in research
- Ressistence to novel concepts and viewpoints
- No attempt taken in developing new evaluating measures.
- Not using audio-visual assistance in lectures.
- No involvement in management decision making.
- Lacking drive to learn new things or expand one's knowledge.

- No student received reinforcement.
- Less emphasis on developing teaching and learning abilities.
- No overtime duty.
- Absence from all administrative tasks and meetings
- No involvement in research activities.
- no curriculam planning

Operational Definition Of Teacher Freezing

"Teacher freezing is the general underutilization and stagnation of the teachers' psychological, intellectual, physical, social, and moral potentialities. Teacher freezing is defined as the value aspects to school and college teachers when the community and administrators complain about teacher indifferences as the primary reason of declining educational standards (2000) HaseenTaj

PERSONALITY

Every individual has certain defining traits or areas of expertise that set them apart from others. These traits or specialities distinguish people from one another. The sum of all these characteristics referred to a person's personality. The Latin word "persona," which means to sound through, is the source of the English word "personality". It was originally used to describe an actor speaking behind a mask so that his voice might be blown more strongly and loudly in the direction of his audience. An allusion was made to the part that a particular person performed in the drama of actual life. Some individuals believe that an individual's personality is that which they are born with, which is untouched by environmental factors, and which penetrates everything.

Nowadays, personality is viewed as a synthesis and combination of many different human attributes. The other people view a person's personality as being that person. They interchangeably use the phrases "person" and "personality." A person's personality is a blend of their inherited traits and environmental traits. Personality is another name for a person's physical and psychological traits.

In this study, the two aspects of extroversion and introversion have been considered.

Extroversion

The typical extrovert is "sociable, enjoys parties, has many friends, wants people to chat and does not like reading or studying alone oneself," according to Eysenck & Eysenck (1968). He tends to be impetuous, likes adventure, and seeks out risk. He enjoys playing practical jokes, always has a response ready, is laid back and upbeat, and enjoys laughing and having a good time.

He is not alwaysa trustworthy person since he wants to be moving and doing things, has a tendency to be aggressive,and he loses his anger easily.

Introversion:

The propensity to withdraw from social settings and people is referred to as introversion. An individual who scores highly in this feature likes to work alone and finds it challenging to establish new relationships. He won't openly discuss his issue with others. Negative relationships with objects are a hallmark of introversion, and these people tend to have more subjective opinions. To put it another way, it is just an issue of internal willpower.

Operational Definition of Personality

"Personality, which affects how a person interacts with the world in a unique way, is defined as the combination of a person's physical attributes, mental faculties, moral qualities, and temperament" Eysence

VALUES

Value consists of worth, utility, attractiveness, and characteristics. Values are conceptualizations of good behaviours or desired end states that are comparatively constant. Values are ideas that may help define a situation, inspire objectives, and direct behaviour. Values serve as guiding concepts that aidin making decisions in both routine daily activities and crucial life circumstances. A value crisis in the society is apparent in this era of fast social change that is driven by technology. Some values appear to be dying out, others are blending into others, while others have developed or are gaining acceptance. Values can be communicated through behaviour requirements, classroom management techniques, problem-solving, modelling, the design of learning settings, and encouragement throughincentives (Wentzel & Looney, 2007).

Types of Values

According to Springer, values fall into the following categories:

Theoretical Value: The theoretical person is most interested in learning the truth, which they actively seek out.

Economic Value: This value denotes a desire for financial gain and tangible possessions. A man with high economic worth chooses his career based on financial and material gain concerns.

Aesthetic Value: This is defined by a love of harmony, form proportion, and beauty.Love of fine arts, including painting and drawing, music, dance, sculpture, poetry, and architecture; love of literature; love of home and environment décor; and love of order and system in how things are arranged.

Social Value: This value is described in terms of generosity, compassion, love, and sympathy for others, as well as attempts to serve God by helping others ,Finding personal pleasures and satisfaction in order to ease the suffering of the poor and needy.

Political Value: This value is characterised by respect for individuality, the elimination of discrimination against people based on their gender, language, creed, religion, caste, colour, or family status, the impartial guarantee of equal social, political, and religious rights to all, and respect for democratic institutions.

Religious Value: This value is characterised in terms of belief in God, an effort to comprehend him, apprehension of his anger, and abiding by the moral precepts outlined in religious texts. Going on pilgrimages, maintaining a humble lifestyle, having confidence in religious authorities, engaging in acts of worship, and telling the truth are examples of actions that demonstrate this value in the outside world.

Operational Definition of Values

"Values are socially sanctioned wants and ambitions that are internalised via the process of conditioning, learning, or socialisation and that become subjective preferences, standards, and aspirations," wrote R. K. Mukerjee in 1949

JUSTIFICATION OF THE STUDY

The teaching profession is highly valued in our society, yet in the current environment, it has been seen that most of the teachers in higher education appear to be frozen. It can also be because of their values and personality traits. Researcher studied through a number of research papers and thesis on this subject but was unable to find out any that was closely related to this topic at the higher levels of education. In fact, Reseacher couldn't find a single Ph.D. or research work that discussed teacher freezing in terms of teacher value at higher education . Similarly, Reseacher couldn't find any research specially on teachers' introversion or extroversion dimension in connection to their teacher freezingness at higher level of education

Reseacher have certain questions in her mind .

- Whether being an extrovert or an introvert affects a teacher's ability or freezingness?
- Whether teachers values are connected to teacher freezingness ?Or What values do frozen teachers or unfrozen teachers hold?
- What factors lead to teachers freezingness, and how may these issues be mitigated at the higher education level?
- Compared to female teachers , are men teachers more froze? Or there are no connections between the two?
- Are the teacher's values, personality, and freezing related to each other ?

Researcher have the keen intersest to investigate these answers related to topics. So Reseacher thus finally made the decision to do a study on teachers' freezing in relation to their personalities and values at higher levels of education, bearing these doubts in mind

REVIEW OF RELATED LITERATURE

STUDIES RELATED TO TEACHER FREEZING

M.Kumar (2006) had conducted the study entitled" A study of freezing among teacher educators in relation to their job satisfaction and experience'' According to the study's findings, there is no discernible difference in the mean freezingness score amongst teacher educators from Gorakhpur and Meerut Universities, and no significant between those with high and low levels of experience.

Pandey and Dwivedi (2010) had conducted the study entitled "teacher freezing of Pvt & Govt. secondary school teachers ". The study's conclusions were that secondary school teachers at private and public schools exhibited almost equal freezingness.

Sexena & Jain (2013) had conducted the study entitled "teacher freezingness of senior secondary school teachers wih reference of their medium of instructions". The effect of medium on teachers' tendency to freeze was highlighted by the research. The research concentrated on how teaching styles affected teachers' tendency to freeze. Teachers at Hindi-medium schools were less frozen than English-medium teachers.

Hitaishi, V. (2014) had conducted the study entitled "teacher freezingness among secondary school teachers with reference to organisational climate of the school." It was shown that there was a strong correlation between teacher freezing and several organisational climate aspects.

Dhull and Poonam (2015) had conducted the study entitled "Teacher freezingness of Male and Female at the secondary with respect of different dimensions ". T-test was utilised to compare, and it shows that men teachers have more untapped potential than female teachers.

Musheer and Rafaq (2018) had Conducted the study entitled "level of teacher freezing of senior secondary teachers in relation to gender". The research demonstrates that the levels of freezingness in male and female teachers are the same.

Jena (2018) had conducted the study entitled "the impact of freezing on science teaching and learning in relation to gender level". According to the research, female science teachers have more stable potential than male counterparts

Susmita basu and Debasri banerjee (2020) conducted study on the topic 'Do gender affect freezing' The study's objective was to identify the gender-related factors that contribute to teacher freezing. Psychological freezing propensity was observed to differ significantly between male and female genders. Using stratified random sampling, information was collected from various secondary, upper secondary, and general degree colleges.

Yadav Santosh (2021) had conducted the study entitled "Teacher freezing among secondary school Teachers in relation to their sense of Humour organizational climate and Adjustment". According to research, there are considerable differences in secondary school teachers' senses of humour and teacher freezing. It was shown that there was a significant impact of organisational environment on teacher freezing among secondary school teachers. There were notable differences in how secondary school teachers adjusted to teacher freezing.

Leena Rawat (2022) had conducted the study entitled "Teacher freezing of secondary school teachers in relation to techno pedagogical competence school environment and locale"

The study's key conclusion showed that, beyond from the intellectual dimension, there were significant differences between males and females in regards to psychological, social, physical, and moral aspects of Teachers Freezing. Male teachers' Techno-pedagogical Competence and Teacher Freezing were shown to be unrelated, however among female teachers in both hilly and plain regions,a significant and weakly negative association was discovered

STUDIES RELATED TO TEACHERS PERSONALITY

Joshi and Pariya (2000) had conducted the study entitled "Teachers personality relation with teachers competancy" Researchers discovered that teachers who possessed traits like coolness, bravery, self-assurance, originality, and forward-thinking had high levels of teaching proficiency. On the other hand, it had been discovered that an individual's intelligence level, emotions, submissiveness, simplicity, and strictness do not affect their ability to teach.

Ozel (2007) had conducted the study entitled " Impact of Geograpgy Teacher personality on their teaching experience" . . Researchers discovered no discernible differences in teachers' reflections of their personal characteristics, but they find significant differences in respect to the influence of teachers' ages.

Sugirtham (2009) had conducted the study entitled "personality development of higher secondary schools teachers in Tuticor in district of Tamil Nadu state." According to the study, males outnumber women in terms of personality traits. Also, the study found no discernible variation in the degree of personality traits between married and single teachers.

Dakshinamurthy (2010) had conducted the study entitled "a study of effect of personality and attitude of teachers on students academic achievement "The study reveals that teachers' introversion in comparison to their extroversion had a greater impact on students' academic achievement in social studies.

Bhartiya, Vijender (2018) had conducted entitled "A study of teacher freezing of Secondary school teachers in relation To their sense of humour, personality And teaching competency"

It was shown that there are considerable differences in the Teacher Freezing of secondary school male and female teachers. There is no discernible difference between secondary school teachers' high and low senses of humour when it comes to teacher freezing. Regarding their extroversion and neuroticism, secondary school teachers' teacher freezing does not differ much from one another.

Singh and Buddhisagar (2020) had conducted study entitled "A study of personality factors of teachers with special reference to their morale." The study discovered a significant correlation between the teacher's extraversion personality traits and his nature. There is no gender influence on the relation between extraversion and teacher moral.

STUDIES RELATED TO TEACHER VALUES

Bhargava, N. (2003) had conducted a study entitled "personality characteristics, values and socio economic status of pupil teachers in relation to their attitude towards social change". The research demonstrates that only five out of the six values held by B.Ed. students—personal, educational, social, materialistic, and humanistic—were positively associated to their attitudes towards social change.

Basu, Sarah & Pandey, Kanhaih (2012) had conducted the study entitled "The value patterns of teacher trainees in relation to various demographic variables". When comparisons were made based on institute type, location, and socioeconomic status, it became clear that teacher trainee differed significantly from each other in terms of the PVQ value patterns. Gender differences, however, were not found to be significant for any of the 10 values examined in the study.

Balakrishnan, V. and Visvanathan, G. (2012) had conducted a study entitled " value preferences of teachers in relation to subject area and experiences". The research demonstrates that P.G. teacherswith up to fifteen years of experience in the classroom have higher economic and political views. More social and religious values were held by P.G.teachers with more than fifteen years of teaching experience than by teachers with less experience.

Saroj Sobti and Bilgjit Singh (2017) had conducted the study entitled " scientific attitude of high school teachers in relation to value pattern." The results of the study indicate that values and attitudes towards science are not closely related. In terms of all six values, the scientific attitudes of high and low value achievers are identical.

Gupta (2020) had conducted the study entitled "A study of values among school principals, their attitude towards modernization and its relationship with the organizational climate'' Research have revealed a considerable difference between the cultures of public and private schools. Compared to government schools, the environment was more regulated in private schools. Values, modernisation,or the organisational atmosphere of the school were not shown to be substantially correlated.

STATEMENT OF THE PROBLEM

"A Study of Teacher's Freezing in Relation to their Personality and Values at HigherLevel of Education"

VARIABLE TO BE USED IN THE STUDY

Variables are of two types:-

Dependent Variable

In the present study **Teacher Freezing** has been taken as dependent variable

Independent Variables

In the present study **Teacher Personality and Values** has been taken as independent variable.

OBJECTIVES OF THE STUDY

1. To study the freezing of Male & Female Teachers
2. To study the Intellectual Freezing of Male & Female Teachers
3. To study the Psychological Freezing of Male & Female Teachers
4. To study the Social Freezing of Male & Female Teachers
5. To study the Physical Freezing of Male & Female Teachers
6. To study the Moral Freezing of Male & Female Teachers
7. To study the Teachers Freezing in respect of their Values
8. To study the Freezing of Male & Female Teachers having Theoritical Value
9. To study the Freezing of Male & Female Teachers having Economic Value
10. To study the Freezing of Male & Female Teachers having Social Values
11. To study the Freezing of Male & Female Teachers having Aesthatic Values
12. To study the Freezing of Male & Female Teachers having Political Values
13. To study the Freezing of Male & Female Teachers having Religious Values
14. To study the freezing of Male & Female Teachers in respect to their Extroversion & Introversion Personality
15. To study the freezing of Male Teachers in respect to their Extroversion & IntroversionPersonality
16. To study the freezing of Female Teachers in respect to their Extroversion & Introversion Personality
17. To study the Relationship between Freezing & Personality of Male & Female Teachers
18. To study the Relationship between Freezing & Values of Male & Female Teachers

HYPOTHESIS OF THE STUDY

Hypothesis 1: There is no significant difference between Male & Female Teachers Freezing

Hypothesis 2: There is no significant difference of Intellectual Freezing between Male & Female Teachers

Hypothesis 3: There is no significant difference of Psychological Freezing between Male & Female Teachers

Hypothesis 4: There is no significant difference of Social Freezing between Male & Female Teachers

Hypothesis 5: There is no significant difference of Physical Freezing between Male & Female Teachers

Hypothesis 6: There is no significant difference of Moral Freezing between Male & Female Teachers

Hypothesis 7: There is no significant difference of Teachers Freezing in repect to their Values

Hypothesis 8: There is no significant difference between Male & Female Teachers freezing having Theoritical Value

Hypothesis 9: There is no significant difference between Male & Female Teachers freezing having Eonomic Values

Hypothesis 10: There is no significant difference between Male & Female Teachers freezing having Social Values

Hypothesis 11: There is no significant difference between Male & Female Teachers freezing having Aesthatic Values

Hypothesis 12: There is no significant difference between Male & Female Teachers freezing having Political Values

Hypothesis 13: There is no significant difference between Male & Female Teachers freezing having Religious Values

Hypothesis 14: There is no significant differenes between Male & Female Teachers freezing in respect to their Extroversion & Introversion Personality

Hypothesis 15: There is no significant differenes of Male Teachers freezing in respect to their Extroversion & Introversion Personality

Hypothesis 16: There is no significant differenes of Female Teachers freezing in respect to their Extroversion & Introversion Personality

Hypothesis 17: There is no significant Relationship between Freezing & Personality of Male & Female Teacher

Hypothesis 18: There is no significant Relationship between Freezing & Values of Male & Female Teachers

DELIMITATIONS OF THE STUDY

1) The study is delimited to 400 A r t s & Science Stream Teachers at Higher Level of Education
2) The study is delimited to the variables of Teacher Freezing, Personality and Teacher Values.
3) The study is delimited to Ghaziabad Distt. only
4) The study is delimited to Male- Female Teachers.
5) The study is delimited to S.D. , t Test & Correlation Statistical Techniques
6) The study is delimited to the following tools:

- Teacher Freezing Scale by Taj Haseen
- Personality Inventory by P.F.Aziz and Rekha Gupta
- Teacher Value Scale by S. P. Ahluwalia and Harbans Singh

RESEARCH METHODOLOGY

- **Research Method**

  Descriptive survey method of the research

- **Population**

  Arts & Science Stream Teachers at Higher Level of Education

- **Sampling Technique**

  Stratified Random Sampling Techniques

- **Sample Size**

  400

- **Area of Sample**

  Ghaziabad Distt.

- **Variables used in the Study**

  Teachers Freezingness Personality, Values

Standardized Tools used for data collection

1. **TEACHER FREEZING SCALE**

HaseenTaj. Teacher Freezing Scale(1996), *English*

Description of the Tool

It contains 74 items diveded into five dimensions—

I. Intellectual,

II. Psychological,

III. Social

IV. Physical,

V. Moral

2. PERSONALITY SCALE

P.F.Aziz and Rekha Gupta. Introversion-Extroversion Inventory, *English*

Description of the Scale

This inventory consists 60 items .

There is two dimensions includes in test named; Introversion and extroversion.

3.TEACHER VALUE SCALE

S. P. Ahluwalia and Harbans Singh Teacher Values Inventory, *English*

Description of the Tool

This inventory consists 25 items divided into six values—

I. Theoretical,

II. Economic,

III. Social,

IV. Aesthetic,

V. Political,

VI. Religious.

Statistical techniques used

- Mean
- Standard Deviation
- T Test
- Correlation

Significance of the Study

The finding of this study will be helpful to know the various reasons of teachers inefficiency eventhey have the full potentials at Higher Level of Education . Researcher will be able to find out therelationship of teachers freezing with different Personaliy dimensions . It will also be helpful to know the relationship of teachers freezing with values of the teachers at higher education level . The picture can be more clarify after the research that who are more freezed between male or female teachers. Or there is no connection between the them?Over all the stake holders as Teachers, Students, Administrators, Parents and Govt. all will consider the factors of Teachers Freezing and ultimately it will be helpful for making good teaching policies .Teachers can make their teaching more effective by knowing the root cause and overcome these barriers at higher level of education.

Chapterization

Chapter I :

- Introduction of the Study
- Defining Variables
- Justification of the study
- Statement of the Problem
- Operational Definition of key term used
- Variables used
- Objectives of the study
- Hypothesis of the study
- Delimitation of the study

Chapter II :

- Review of related literature
- Review related to Teacher Freezing
- Review related to Teachers Personality
- Review related to Teachers Values

Chapter III :

- Research Methodology
- Dependent and Independent Variables
- Research design
- Population, Area
- Sample, Sample size
- Sampling Techniques
- Tools used Explanations
- Proedure of Data Collection
- Statistical Technique used

Chapter IV :

- Analysis and Interpretation of Data

Chapter V :

- Findings of the study
- Educational Impication of the study
- Suggestion for further Research

Chapter VI :

- Summary

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